

Social and Emotional Learning Centered Around Human Motivation

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How does a social and emotional learning strategy, centered around the five focus of human motivation, impact college and career readiness within Digital Harbor High School's 9th through 12th students?

Analysis of Context:

Participants involved in this study are 9th-12th grade high school students attending an urban public high school in Maryland. The biggest issues in the Maryland Public Education System are overcrowding and the \$130 million dollar budget deficit. There are a total of 83,666 students enrolled in Maryland's urban schools and only 5,229 total teachers. 81.1% of the students attending are African American. 7.9% of students are Caucasian, while 8.2% of students are Hispanic or Latino. 84.8% of the students attending Maryland urban public schools come from low-income families and receive free/reduced lunch. 14.8% of students attending Maryland urban public schools have disabilities (Baltimore City Public Schools, 2016).

My target group is one urban Maryland public high school with a total enrollment of 1,484 students. 74.7% of students are African American. 10% of students are Caucasian. 13.5% of students are Hispanic or Latino and 1.3% of students are Asian or Pacific Islander (Baltimore City Public Schools, 2016). I believe that re-educating our urban youth is key. However, before we can re-educate our youth, we have to re-educate and better prepare our professionals. Educators have to appeal to the minds of the students. Educators also have to engage our students and make education innovative, creative, and attractive to urban youth. The best way to accomplish this goal is to have a clear understanding on the five sources of motivation. The five sources of motivation are intrinsic process, instrumental, self-concept external, self-concept internal, and goal internalization. Maryland's urban district needs to

provide more high-quality support around best practices in instruction that align with college and career readiness standards.

The students attending this school, struggle mostly with chronic absence and suspension. In 2015, the chronic absence rate was 43.2%. There were also 233 suspensions in 2015. Recent surveys show that there has been a major decrease in the respectful relationship index and the school connectedness index (Baltimore City Public Schools, 2016). In 2016, students, staff, and parents reported that the respectful relationship index had declined from the previous year. In 2015, the index was 60.8% verses the 47.4% respectful relationship index documented in 2016 (Baltimore City Public Schools, 2016). This steady decline proves to be true with the school connectedness index as well. In 2015, the index was 78.0% verses the 75.6% school connectedness index documented in 2016. These surveys are collected to measure the key elements of the school's culture and climate defined by the National School Climate Center (Baltimore City Public Schools, 2016).

The state of Maryland released the test results from the Partnership for Assessment of Readiness for College and Careers (PARCC). These tests were first administered in 2015. The second year results were released on September 27, 2016 (Baltimore City Public Schools, 2016). The PARCC test measures students understanding and comprehension of mathematics and English language arts and literacy. The purpose of the PARCC test is to measure whether students are on track for success, as they progress toward high school graduation and post secondary options (Baltimore City Public Schools, 2016).

High school students took the PARCC test in English 10, English 11, Algebra 1, and Algebra 2. The test is scored on a 5-point scale (Baltimore City Public Schools, 2016). A 4 means that the student meets expectation and a 5 means the students exceeds expectation. The

PARCC test is only administered to public school students. In 2016, 336 students tested in Algebra 1. Only 1% of the target group students met or exceeded proficiency. 232 students tested in Algebra 2. None of the target group students met proficiency. 351 students tested in English 10. 7% of the target group students met or exceeded proficiency and students did not take the English 11 portion of the PARCC test (Baltimore City Public Schools, 2016).

Interpretation of Stakeholders Needs':

Promises, Progress, Problems, and Paradoxes of Three Phases of Accountability: A

Longitudinal Case Study of the Baltimore City Public Schools

Three Phases of Accountability examines “a decade of efforts to improve outcomes at the elementary through high school levels in the Baltimore City Public School System (BCPSS), a large, high-poverty central-city school system” (Stringfield & Yakimowski-Srebnick, 2005, p. 43). The authors discussed that past acts of accountability and restoration had produced a lot of data, but very little results. This research article demands for increased accountability at the student, school, and district levels. Three Phases of Accountability first discussed the Baltimore City Public School System’s past three outcome-focused efforts to increase the achievement of Baltimore children.

The testing and measuring of students’ progression failed, due to a lack of practical support. There have been increased changes in leadership and infused new funds to help improve the city-state partnership. This has also been a failed effort, because no one knows where the funding has gone and the rates of achievement have steadily decreased. Lastly, the requirements of the No Child Left Behind legislation have been a disaster. “Urban districts have disproportionately large percentages of students who are in danger of not thriving in school” (Stringfield & Yakimowski-Srebnick, 2005, p. 48 (Stringfield &

Land, 2002)). Three Phases of Accountability used qualitative and quantitative research to provide solutions for increasing accountability and productivity in the reformation of Baltimore City Public School System.

Contributions of Family Factors to Career Readiness: A Cross Culture Comparison

This study compares the Chinese and US cultures, with the desire to bridge the achievement gap by focusing on the interpersonal dimensions of personality and family influences on career readiness. This article deals with different aspects of effectively socially and morally developing students to be prepared for life after the completion of secondary education and beyond. Fan, Cheung, Leong & Cheung, 2014, believe that there is a lack of college and career readiness during periods of late adolescence and emerging adulthood, in both the American and Chinese culture (p. 194).

This article focuses on two studies that were conducted to examine the contributions of family invasiveness to career decision making difficulties, involving college and career readiness. Fan et al, 2014, focused in three areas while conducting their study; family intrusiveness, family orientation, and career decision-making (p. 200). This article agrees with the fact that a student's academic success has a lot to do with parental influence and involvement. The teachers and parents need to be connected and working together for the best interest of the students. The issue occurs when parents aren't involved in their children's lives and is unable to support them because of it. The lack of involvement from parents/guardians is a key factor in the cultural academic achievement gap between privileged and underprivileged youth.

Guess Who's Coming to Dinner...: The Impact of home visits on English language learners in a multicultural high school

Author, Cosby Hunt conducted his research assignment on the effectiveness of home visits for his multicultural students. Hunt wanted to adhere to motivating his minority student through an aggressive educational approach (Hunt, 2002). This study was conducted through Bell Multicultural High School in Washington D.C. His motivation stemmed from a pass student moving into his same neighborhood during the previous school year. Hunt felt that the student could be doing way better and wanted to make his parents aware. Hunt firmly believes that parents are his partners in education (Hunt, 2002). After the success of visiting this student's home, Hunt decided to study his English Language Learners class.

The class is composed of 21 students, 20 of which were born in another country (Hunt, 2002). All of these students spoke Spanish in their homes, besides one Vietnamese student. He conducted this study during the second semester from January to June. Hunt measured the success of his research by the end result of the students' grades in this course. His only desire was to continue his study with the addition of more teachers participating in the home visit strategy to create consistency for the Bell Multicultural students.

Mutual Support: The Community School Strategy

The community school strategy is simple, students come from families and families live within communities. The only way to holistically develop our students is to connect the three points of the "Triangle of Success." "Students learn best when their physical, mental, emotional, and other needs are met" (Jacobson, Hodges, & Blank, 2011). The goal

of community schools is to connect the community and community based organizations to the schools. By connecting the community to the schools, parents and other family members are prompted to get involved with the education of their children. "Community schools have an integrated focus on academics, youth development, family supports, health and social services, and community development" (Jacobson, Hodges, & Blank, 2011). The more hands of support that are on the students, the more excited and motivated they will be about their educational experience.

Social and moral development is the key to preparing students for success in the future. Community schools offer support in areas that students and families aren't used to being supported in. Not only do community schools maximize the 9-5-time frame, but they also provide resources and support before and after school, and during the summer. "Community, together with school efforts, that promote a school climate that is safe, supportive, and respectful and that connects students to a broader learning community" (Jacobson, Hodges, & Blank, 2011). The authors of this article addressed how to develop a community school and referenced three communities throughout the article. The locations of these three schools are Bronx, NY, Cincinnati, OH, and Nashville, TN. The community school strategy is one that should be tested nationwide within the public education system.

The Missing Pieces of College and Career Readiness

This study was conducted by the faculty at Health Sciences Middle and High School in San Diego, California, as a part of their professional development.

Students who are ready for demanding college classes and worthwhile careers should possess independence, build strong content knowledge, respond to varying demands of evidence, use technology and media strategically, and have an understanding of other cultures and perspectives (Fisher & Frey, 2016, p. 37).

The study focused on two initiatives, which were transfer goals and student aspirations.

Transfer goals deal with measurable outcomes across a time frame of over a year. Transfer goals are independent performance-based skills, with minimum management and teacher support. The goals of these practices are to help students connect the classroom to life. Transfer goals assist teachers with designing lesson plans that will give the students' the ability to use the lessons later in life. This study discusses social and moral development being the key factor in students' academic and professional success.

The faculty decided to start a campaign centered on students' aspirations. The campaign addressed who the student wanted to be and what the student wanted to be. The faculty wanted the students to know that they cared about their goals and aspirations, but they also wanted to make sure that the students were aware of what it would take for the students to get to where they wanted to go. Starting freshman year, Health Sciences faculty interviewed each student twice, annually. "Students should know what it would take to get there" (Fisher & Frey, 2016 p. 38).

This study confirms that socially and morally developing students equitably and diversely will lead to a healthier learning environment. By showing a sincere interest in the students' interests, teachers will become co-learners in the classroom. By being co-learners in the classroom teachers adopt a form of cooperative learning that's engaging, trusting, and enjoyable to the students, because students know their voices are being heard and valued. This study will

go well with the other research previously conducted, proving the strength and validity of the action plan of Baltimore Public Schools.

Excited Students Are Motivated Students

“In order to increase student productivity, we must first increase our students’ desire to learn” (Derbyshire, 2003). Derbyshire had the desire to diversify the language arts curriculum to build more excitement, within the classroom environment. An enhanced attitude of excitement within the classroom would increase the success rates of completed assignments. Derbyshire’s research focused on “creating ways to make the classroom more exciting, in turn increasing the motivation of students to complete assignments” (Derbyshire, 2003). Derbyshire created an “active learning” curriculum titled “Going for the Gold.” This curriculum was a two-week interdisciplinary assignment and learning experience that required students to use language arts, geography and technology skills.

Derbyshire’s study was performed on an 8th grade language arts classroom. “Going for the Gold,” was an assignment that allowed the students to be divided into teams. They were tasked with selecting a country to host the upcoming Olympics. The students all had to make a presentation as to why their chosen country should be the Olympic site.

Derbyshire compare the completion rate of this assignment to that of a typical in class project titled “Coming to America.” Out of the 89 students who were assigned to the “Going for the Gold” project, 76 students completed the assignment giving Derbyshire an 85% completion rate. Out of the 87 students who were assigned to the “Coming to America” project, 70 students completed the assignment giving Derbyshire an 80% completion rate. In the end, Derbyshire was happy with the 5% increase of completion and improvement of the students’ motivation towards “active learning.”

Content Area Reading: Literacy and Learning across the Curriculum

The 11th edition of Content Area Reading addresses the difference in teaching and effective teaching. Literacy constitutes the use of decoding, fluency, vocabulary, and comprehension strategies. Teaching is much more than just content. “Teachers have an important role to play in showing students how to use literacy skills and strategies in their respective disciplines” (Vacca, Vacca, Mraz, 2014, p. 2). It is the civil duty our nation’s teachers to make a difference in the literate lives of our students. This edition of Content Area reading is a compilation of research, data, effective strategies and improvements for the literary aspect of our nationwide education system.

Content Area Reading focuses on the cultural, linguistic, and academic diversity of today’s learners (Vacca, Vacca, Mraz, 2014, preface). Writing is an important aspect of thinking. The opportunity for students to put their thoughts on paper will not only be an aid to students but instructors as well. Being culturally competent and literate is a two-way street. Providing students more opportunities to express themselves in the classroom, will also give instructors more opportunities to gain perspective and challenge existing perspectives. The more perspective teachers have on their students, the easier it will become to form healthier in class relationships.

The Social Cognitive Development Approach to Moral Education

This study poses two approaches to school-based moral education. Traditional character education, which is the habituation of virtues and cognitive development, which are developmental structures of moral reasoning. (Rosenberg, 2011, p. 153) The first part of this study deals with the “Social Cognitive Domain Theory.” This theory states that, “children

construct social-moral knowledge within three discrete conceptual frameworks, moral, conventional, and personal” (Rosenberg, 2011, p. 154). Rosenberg through this study attempts to make sense of social interactions and societal interpersonal regulations.

The second part of this study discussed social life in schools. This portion of the study focused on classrooms and school environments being the facilitators of students’ moral development. Students’ moral development stems from nurturing classroom environments that are “supportive, predictable, trusting, caring, and fair; establishing and enforcing rules, norms, and procedures, with domain-congruency and utilizing developmental discipline practices” (Rosenberg, 2011, p. 154). The last part of this article is about facilitating moral development through the academic curriculum. This portion of the study focused on demonstrating how opportunities for moral learning are created within existed curricula.

This study both agrees and challenges the views related to the thesis aforementioned, as well as the previous article. It will be good to compare and contrast both of these studies in their entirety. Rosenberg, 2011, stated that, “cognitive development and character education, as approaches to moral education, are philosophically irreconcilable” (p. 155). Both of these studies are appreciated and will play key roles in the justification and validation of the idea and action statement.

Social-Emotional Learning and Character-Moral Education in Children (Synergy or Fundamental Divergence in Our Schools)

The authors analyze the need for the collaboration of social-emotional learning and character-moral education. The study works to prove that you do not have one without the other and once an effective model of collaboration is configured, the leaders of education may have the answer to equitably servicing every individual student. The question posed in this article is,

“How do individuals or groups of individuals acquire more effective ways of regulation their emotional responses and/or social relations?” (Elias, Parker, Kash & Dunkeblauh, 2007, p. 168). Educational environments are one of the top cultural institutions guilty for diffusing information and values from generation to generation.

Social-economic learning (SEL) and character-moral education (CME) have arisen to be two primary approaches used in schools to provide guidance for students’ behavior and achievement. Social-economic learning focuses on the skills and attitudes needed to coincide in social environments. Social-economic learning is also better known as the “power of effective problem solving.” Character-moral education specifically deals students values. Character-moral education is better known as “right thinking or knowing the good” (Elias et al, 2007, p. 170). Through testing educators and parents on the make-up highly, respectful and responsible kids, along with the make-up of kids who portray themselves to be exemplary citizens, research suggests that SEL and CME are common teachings, involving coordination of affect, behavior, and cognition, articulation of core values, in which learning and development occurs.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) suggest, “It’s essential to link academic achievement with skills necessary for succeeding in school, family, community, workspace, and other interpersonal contexts” (Elias et al, 2007, p. 171). This study suggests schools that truly care about the overall development and well-being of their students share five major physiognomies:

- A school climate that conveys an overall sense of purpose for attending school,
- clear instruction and training in skills for participatory competence,
- developmentally appropriate instruction, systems that increase students coping

skills and provide the proper social support, and wide-spread systematic opportunities for instrumental service. (Elias, 2007, p. 179)

Social-economic learning and character-moral education offer a route to truly address the potential of the students. The two work must work simultaneously in education to ultimately be effective. There needs to be a collaboration model to aid in leading the youth toward productive futures. The overall development of the youth is key to mentally and psychologically preparing them for the real world and to be the future leaders of tomorrow. If the youth are not being trained to lead, how can they be the future leaders of this country? The priority has to be to equitably serve the youth so that they will be able capable of repeating this education for generations to come.

Promoting Academic Achievement through Social and Emotional Learning

Social and emotional competence refers to “the capacity to recognize and manage emotions, solve problems effectively, and establish and maintain positive relationships with others” (Ragozzino, Resnik, Utne-O’Brien, & Weissberg, 2003, p. 169). The purpose of this article is to educate and inform readers on the essence of social and emotional learning strategies. When implemented effectively, social and emotional learning strategies lead to increased achievement and production within the classroom. “Social and emotional competence and the learning environments that support their development have shown to enhance academic performance in various direct and indirect ways” (Ragozzino, Resnik, Utne-O’Brien, & Weissberg, 2003, p. 169).

Social and emotional learning strategies aid teachers in better connecting with students, in the classroom. Social and emotional learning leads to caring classrooms, learning and concentration enhancement, motivation and perseverance through academic

challenges, and effective peer learning groups. Social and emotional learning strategies lead to healthier peer-to-peer interactions and student to teacher interactions. Social and emotional learning is key in bridging the cultural achievement gap within the public education system.

Closing the Achievement Gap

The democratic philosophy of our education system is based on a notion of equity. Unfortunately, the American dream isn't our reality. The reality is that "our school systems are failing to promote equity" (Kagan, 2007). Kagan's research was conducted to bridge the cultural achievement gap and to promote equity in an education system that's focused on equality. Kagan measured the black and white achievement gap for reading and mathematics from 1970 to 2004. Studies conclude, "African-American and Latino students have skills in English, math, and science that are as much as four full years behind their white peers" (Kagan, 2007). The trend of minority students dropping out of high school, is also consistent in every state nationwide.

"There is an "achievement gap" between the academic attainment of the "haves" and the "have nots," between the "whites" and "blacks," and between the "minority" and the "majority" (Kagan, 2007). Kagan wants to prove that cooperative learning is the best way to attack the achievement gap. Cooperative learning is the best way to allow minority students the opportunity to gain knowledge at an accelerated rate. Kagan used a school in Florida to run his cooperative model through. He provided training to the school's faculty and staff, on his instructive strategies. The Kagan instructive strategies are heterogeneous teams and active engagement.

Heterogeneous teams are effectively diversely constructed to give all students challenging curriculum. Heterogeneous teams allow teachers the opportunity to have high expectations for all students to succeed, by the provision of equitable tutoring and support to all students. Active engagement allows every student the opportunity to play a role in his or her learning. Non-participation from students isn't an option. Active engagement breaks the classroom up into small interactive teams. Kagan's school obtained a greater overall proficiency in reading and mathematics than its Florida state counterparts (Kagan, 2007).

Proposed Solution:

"Since 1991, the Family League of Baltimore has worked to mobilize resources, empower communities, and build the capacity of organizations to provide children and families with high quality programs and services that help them reach their full potential" (Family League of Baltimore, 2015). They use their deep experience in resource management to collaborate with stakeholders to improve opportunities across the city, with the goal being by 2030, all children in Baltimore will: born healthy, succeed academically, graduate high school and transition into higher education and the workforce (Family League of Baltimore, 2015). The Family League of Baltimore is driving the Community School Strategy wave within Baltimore City. The Community School Strategy believes Baltimore's communities all have strengths and assets that contribute to the success of our city's young people. Community schools seek out these resources in local neighborhoods. They bring together and involve parents, teachers, school-based staff, and community residents, associations, and other stakeholders who share a commitment to

children's well-being and the knowledge that the strength of communities supports that well-being (Jacobson, R., Hodges, R. A., & Bank, M. J., 2011).

I completely agree with this strategy, but the implementation is unrealistic. The Family League of Baltimore has 77 non-profit funded partners, but the main focus is on elementary and middle school education. The lead agency for the Family League of Baltimore's funded partners is Child First Authority (Family League of Baltimore, 2015). Child First Authority's target population is early and middle school urban youth. There are 49-community schools in Baltimore City, five of which are high schools. There is not a true lead agency or funnel for students after their 8th grade graduation. Without a middle to secondary educational funnel, how is the Family League's 2030 goal attainable? There needs to be a secondary lead agency and funnel in the city of Baltimore. If the Community School Strategy is going to be the driving force in turning education around in the city of Baltimore, this strategy needs to be consistent from the start of elementary education through the commencement of secondary graduation. In order for the 2030 Family League goal to be attainable, the same Community School strategy and mindset needs to be implemented within Baltimore City's secondary public schools.

Plan for Action:

Involvement and engagement will be crucial in the implementation and creation of this secondary educational funnel. The three action steps to answering my question are to implement an in-school and after-school program, professional development focused on channeling the minds of the youth, and in-home visits. The common theme of the Family League of Baltimore, the Community School Strategy, and the Baltimore City Public School System's (BCPS) Office of Engagement KCA "Family and Community Engagement Policy," is that students grow up in families that are connected to communities. In other words, in

order to create a healthier inner city living and learning environment, we have to build up all three (Baltimore City Board of School Commissioners, n.d.). To re-invent the overall wheel of success, we have to first build a model learning community.

The only way to make this work is to take action within an urban Maryland high school. We will test this social and emotional learning strategy centered on human motivation, for the benefit of the students. **“Achieve More Leaders in Training,”** is a series of college and career ready, social, moral, and professional development strategies, that will provide the support needed for inner city 9th-12th grade high school students, parents/guardians, and educators. This initiative will first run through Digital Harbor High School, to collect data, measure outcomes, and monitor the achievement and production of the students. The purpose of this initiative is social and moral development, mentoring, professional etiquette and development, and cooperative learning. Also, by working to develop families and professionals collectively, the Triangle of Success will be complete. The implementation of this strategy aligns with the mission of the Family League of Baltimore, the Community School Strategy, and the BCPS KCA Family and Community Engagement Policy. **“Achieve More Leaders in Training,”** encompasses: involvement and engagement through an in-school and after-school program, on-going professional development, and in-home visits with students and families. We will provide these students, parents/guardians, and educators with: resources, facilities, wisdom, guidance and knowledge, to fuel their passion for a motivational approach to cooperative learning in education. This initiative will create reinforcement and consistency in the ministry of education making up for the inconsistency students sometimes witness in their schools, homes and communities.

Data Gathering Instruments:

Issues to pay attention to when trying to answer this research question	Data Source #1	Data Source #2	Data Source #3
What do the parents want in a collaborative relationship?	Focus Group Interviews	Field Notes and Observation	Professional development and learning strategies configured according to the focus group interviews and field notes.
What do teachers/educators need to better relate to their students?	Focus Group Interviews	Field Notes and Observation	Professional development and learning strategies configured according to the focus group interviews and field notes.
What is needed from community partnership to complete the “Triangle of Success?”	Focus Group Interviews	Contrast between revisions made to the community school strategy model through non-profit partnership and services offered.	Comparison with previous data collected to measure the key elements of Digital Harbor HS’s culture and climate, defined by the National School Climate (i.e. school connectedness index, respectful relationship index, chronic absence, and total number of suspensions)
What do the students want added to the classroom-learning environment?	Student Surveys	Contrast between revisions made to after school program curriculum and cooperative learning strategies.	Comparison with previous in class production and achievement.

Data Collection and Analysis Plan:

Through qualitative and quantitative research, I have consumed an array of knowledge from similar studies involving social and emotional learning, systematic phonemic strategies and other cooperative learning strategies that appeal to the minds of the students. Through the implementation of the **“Achieve More Leaders in Training”** in school and after school, social, emotional, and professional development program, I will be able to triangulate data through focus group interview (students, parents, and professionals), collecting field notes and observation, and student surveys. Triangulating data along with studying and analyzing similar research, will allow me to track peer-to-peer interaction, teacher to peer interaction, educational norms, and parent support. I will also be able to gauge the difference in the students’ approach to their newfound way of academic instruction, from speaking with the parents about how their students are transferring what they've learned in school at home. Teachers will inevitably start to buy in to an instructional method that is different from their norm and gradually grow more comfortable with meeting the students on a personal level, after seeing an increase in attendance, a decrease in suspensions, and an increase in the respectful relationship and school connectedness indexes (Baltimore City Public Schools, 2016). The goal is to increase the (PARCC) Partnership for Assessing of College and Careers test scores and National School Climate Center survey data at Digital Harbor High School.

Sharing Results:

The V.I.L.L.A.G.E on the MOVE is a Vision That’s Impacting Lives, Literally, Aggressively, Generationally, and Economically. We desire to serve as a non-profit entity aspiring to become the “hub,” for the redevelopment, reconstruction, and reformation of urban/inner city communities nationwide. We will do this by first recreating the Village of

Baltimore City, by providing the necessary resources to better and empower the citizens of Baltimore City. We will build an "Intentional Community," in Baltimore City. This Intentional Village will be built on the principles of collectivism, placing accountability back on the Baltimore City community and the individuals within. We want to build this community centered around the Community School Strategy model, redefining the dream and making the phrase, "It takes a village to raise a child," a reality for the Baltimore City community. We also desire to build this Intentional Village as a plight against the continued gentrification of the Baltimore City community. We desire to stop the forcing out of Baltimore City's citizens by building around them. With a focus on multi-family housing units, facilities, resources, and education, we feel that Baltimore City will finally benefit from the funding and resources city natives have yet to be privy too. We believe the goal of equity is attainable for the Baltimore City community. It's time to re-invent the wheel of success!

V.O.M. is dedicated to positively impacting the youth of Baltimore City by instilling the importance of education and unity within the community. By seeking leadership positions in underrepresented communities, establishing in-school and after-school programs and mentorship programs for the community on the importance of higher education, and creating a tangible infrastructure with "safe areas" where the youth can come together and interact without the fear of violence. V.O.M. will provide the citizens of Baltimore City with information, which can be passed between generations. The efforts of V.O.M. will assist with developing stronger morale within our community in areas such as: social, communal, moral, professional, and educational. These increased areas will decrease the unemployment rate within the community, while also increasing the number of

students admitted into higher education annually. At V.O.M. our mission is to reunite the community of Baltimore City by providing educational and professional resources, as well as providing an infrastructure which will assist in the redevelopment and restructuring of economic and social institutions that plague Baltimore City. By connecting with established individuals and other not-for profit businesses, we seek to develop the most comprehensive wealth of resources available to the Baltimore City Community.

The launch of V.O.M will be centered on the equity and empowerment of high school inner city students. We plan to improve the achievement and production of the Baltimore City Public Education System. We will do this by implementing an equitable strategy, in the form of a social and emotional developmental pedagogy that will focus on the five sources of motivation, and will considerably improve college and career readiness within the Baltimore City Public Education System. The purpose of **“Achieve More Leaders in Training”** is social and moral development, mentoring, professional etiquette and development, and cooperative learning. Also, by working to develop families and professionals collectively, the village will be created, and the Triangle of Success will be complete. The implementation of this strategy aligns with the mission of the Family League of Baltimore, the Community School Strategy, and the Baltimore City Public School System’s (BCPS) KCA Family and Community Engagement Policy. **“Achieve More Leaders in Training,”** will consist of nine divine and distinct innovative learning strategies. The goal of this research is to aid in the continued development of the overall vision of VOM. I plan to share these findings with all of the (BCPS) Baltimore City Public School System.

"Achieve More Leaders in Training," will serve as the model for in school and after-school educational and professional development centered around the community school strategy. We will use this model to get both the community and the families involved with the education of their children. The **"Achieve More Leaders in Training"** model, will also allow for more parental, communal, and professional collaboration in the holistic development of the students. **"Achieve More Leaders in Training"** will connect all three points of the "Triangle of Success." The biggest opportunity that has come from the creation of this proposal has been the opportunity to share my thoughts, research, and ideas with other professionals. The ability to work with other current and future leaders to inspire prosperity in diverse communities and education systems nationwide has been and will continue to be a wonderful opportunity. The goal of **"Achieve More Leaders in Training,"** is to reach, teach, inspire, and aid students on their journey towards success.

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